

## **Performance Outcome 2. 6.**

Take juvenile offenders into custody.

## **Training Objectives Relating to 2. 6.**

- A. Given a written exercise, identify constitutional and Code of Virginia requirements for taking juvenile offenders into custody.

**Criteria:** The trainee shall be tested on the following:

- 2.6.1. Define child in need of services and child in need of supervision” with Code citation (§16.1-228)
  - 2.6.1.1. Purpose and intent of juvenile law
  - 2.6.1.2. Child in need of supervision or delinquent child
- 2.6.2. Identify the only instances when a juvenile may be taken into immediate custody according to Code
  - 2.6.2.1. With a written detention order
  - 2.6.2.2. When the juvenile is in need of services and there is a clear danger to the child’s life or health
  - 2.6.2.3. For a crime committed in the officer’s presence and the officer believes it necessary for the protection of the public
  - 2.6.2.4. For (i) shoplifting, (ii) assault and battery, and (iii) weapon on school property
  - 2.6.2.5. When the juvenile has committed an offense which would be a felony if committed by an adult
  - 2.6.2.6. Runaway or escape from a residential child care facility or home where placed by the Courts or other agency
  - 2.6.2.7. When the juvenile is in need of inpatient treatment for mental illness
  - 2.6.2.8. Runaway from home or where there is no adult supervision at such hours and under such circumstances where there is a substantial danger to the child’s welfare
  - 2.6.2.9. Curfew violations
- 2.6.3. Identify the two instances in which a warrant may be issued for a juvenile by a magistrate
  - 2.6.3.1. On an appeal from a decision of an intake officer
  - 2.6.3.2. When a juvenile is in need of services or delinquent and the court is not open or intake officer is not reasonably available, which means neither the judge nor the intake officer could arrive within one hour after contacted.

- 2.6.4. Identify the procedures to be taken after a juvenile has been placed in custody
  - 2.6.4.1. When in custody by way of written petition, take juvenile before judge or intake officer
  - 2.6.4.2. When in custody by reason of need of services, protection of the public, or shoplifting, take juvenile before intake officer
  - 2.6.4.3. Warrant is to be delivered forthwith to the Juvenile & Domestic Relations Court
  - 2.6.4.4. Summonses to be given to child and parents and/or guardians
- 2.6.5. Identify the requirements for the separation of juveniles from other prisoners
  - 2.6.5.1. Child must be kept entirely separate and removed from adult jail population
  - 2.6.5.2. Child must be transported separately from adults
- 2.6.6. Identify the requirement of advising a juvenile of his/her constitutional rights when conducting a custodial interrogation:
  - 2.6.6.1. Juvenile to be advised of right to counsel
  - 2.6.6.2. Same Miranda rights apply as to those of adults, except it is recommended that parent/guardian be present if possible.
  - 2.6.6.3. Statements given at intake are NOT admissible

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Define “child in need of services and child in need of supervision” with Code citation, (§16.1-228)
  - a. Purpose and intent of juvenile law, §16.1-227
  - b. Child in need of supervision or delinquent child, §16.1-228
2. The only instances when a juvenile may be taken into immediate custody according to Code §16.1-246:
  - a. With a written detention order
  - b. When the juvenile is in need of services and there is a clear danger to the child’s life or health
  - c. For a crime committed in the officer’s presence and the officer believes it necessary for the protection of the public
  - d. For (i) shoplifting, (ii) assault and battery, and (iii) weapon on school property
  - e. When the juvenile has committed an offense that would be a felony if committed by an adult
  - f. Runaway or escape from a residential child care facility or home where placed by the Courts or other agency
  - g. When the juvenile is in need of inpatient treatment for mental illness
  - h. Runaway from home or where there is no adult supervision at such hours and under such circumstances where there is a substantial danger to the child’s welfare
  - i. Curfew violations
3. The two instances in which a warrant may be issued for a juvenile by a magistrate (§16.1-256):
  - a. On an appeal from a decision of an intake officer
  - b. When a juvenile is in need of services or delinquent and the court is not opened or intake officer is not reasonably available, (meaning neither the judge nor the intake officer could arrive within one hour after contacted)
4. The procedures to be taken after a juvenile has been placed in custody (§16.1-260 and 16.1-247):
  - a. When in custody by way of written petition, take juvenile before judge or intake officer
  - b. When in custody by reason of need of services, protection of the public, or shoplifting, take juvenile before intake officer
  - c. Warrant is to be delivered forthwith to the J & DR Court
  - d. Summonses to be given to child and parents and/or guardians (§16.1-263)
  - e. Fingerprinting and photographing juveniles (§16.1-299)
5. The requirements for the separation of juveniles from other prisoners (§16.1-249(E) and 16.1-254):
  - a. Child must be kept entirely separate and removed from adult jail population

- b. Child must be transported separately from adults
6. The requirement of advising a juvenile of his/her constitutional rights when conducting a custodial interrogation (§16.1-263):
- a. Juvenile to be advised of right to counsel
  - b. Same Miranda rights apply as to those of adults, except it is recommended that parent/guardian be present if possible.
  - c. Statements given at intake are NOT admissible (§16.1-261)

***Instructor Note: Advise trainees that they will need to identify department policy and procedure related to handling juvenile complaints and treatment of juvenile offenders as part of department training.***

**\*Special Note: In 2004, the Code of Virginia was amended to require that all duly constituted police authorities shall take fingerprints and photographs of any juvenile who is taken into custody and charged with a delinquent act for which, if committed by an adult, is required to be reported to the Central Criminal Records Exchange pursuant to subsection A of §19.2-390.**

## **Performance Outcome 2. 7.**

Serve mental health commitment papers.

## **Training Objectives Relating to 2. 7.**

- A. Given a written exercise, identify Code of Virginia requirements for serving mental health commitment papers (emergency custody orders or temporary detention orders only).

**Criteria:** The trainee shall be tested on the following:

- 2.7.1. Define emergency custody orders and temporary detention orders and situations in which these would be utilized.
- 2.7.2. Identify persons having authority to issue an emergency custody order or temporary detention order.
- 2.7.3. Identify procedures for emergency custody order or temporary detention order return of service.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Definition of emergency custody orders and temporary detention orders and situations in which these would be utilized.
2. Identification of persons having authority to issue an emergency custody order or temporary detention order (judge or magistrate).
3. Procedures for emergency custody order or temporary detention order return of service.
  - a. Return service promptly to the clerk's office stating the date and manner of service and to whom service was made
4. Service of mental health commitment papers is the same as service and return of any other civil judicial process.
5. Service is not restricted but is applicable statewide (§8.01-292)
6. Copy of papers must be served to the person to be committed or to a person found at the normal place of abode. (§37.2-808 and 37.2-809)
7. Emergency commitments (involuntary detention), §37.1-67.1.

***Instructor Note: Advise trainees that they must identify department policy related to administrative handling of cases involving mental illness/abnormal behavior as part of their department training.***

## **Performance Outcome 2. 14.**

Apply knowledge of the law relating to trespassing, destruction of property/vandalism, or a hate crime.

## **Training Objectives Relating to 2. 14.**

- A. Given a written exercise, identify the elements of trespassing/destruction of property/vandalism, and hate crimes with Code citations.

**Criteria:** The trainee shall be tested on the following:

- 2.14.1. Define trespassing/destruction of property and elements of the crime.
- 2.14.2. Identify elements of trespassing
- 2.14.3. Identify enhanced penalties that may accompany certain crimes based on motives.
- 2.14.4. Identify other crimes to which §18.2-121 may apply

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Define destruction of property and elements of the crime with Code citations
  - a. Damaging property, §18.2-121 and §18.2-137
  - b. Unlawfully destroy, deface, damage, or remove without intent to steal another's property.
2. Class I misdemeanor if less than \$1000 value
3. Class 6 felony if \$1000 or more
4. Identify enhanced penalties that may accompany certain crimes based on motives (§18.2-57, §18.2-420, §18.2-121)
5. Identify other crimes to which §18.2-121 may apply.
6. Identify elements of trespassing §18.2-119 to 18.2-136.1 and 18.2-160.2 related to trespassing on public transportation.



## **Performance Outcome 4. 17.**

Respond to and conduct preliminary investigation of events related to lost/missing/abducted person.

## **Training Objective Related to 4. 17.**

- A. Given a written or practical exercise, identify the duties of the first officer to conduct a preliminary investigation of events related to lost, missing or abducted person.

**Criteria:** The trainee shall be tested on the following:

- 4.17.1. Complete identification of a person
  - a. Name
  - b. Age/Date of Birth
  - c. Date, time last seen
  - d. Description/photo
  - e. Others with him/her, if any
  - f. First time or repeat
  - g. Known frequented locations
  - i. Special or secret hide-a-way (even old ones)
  - j. Conversations about leaving residence
- 4.17.2. Special or suspicious circumstances under which to notify a supervisor immediately for determination of getting additional resources
  - a. missing children or endangered persons
  - b. elderly/persons with dementia specific illnesses or Alzheimer's Disease
  - c. missing adult with mental or physical disabilities or needing medication
  - d. danger due to weather
  - e. possibility of abduction
- 4.17.3. Search last known location first, surrounding area, nearby hazards, and vehicles
- 4.17.4. Crime scene protection, if needed
- 4.17.5. Collect, preserve, and maintain evidence
- 4.17.6. Use a Missing Children Information Clearinghouse Form (State Police Form 183) to report a juvenile missing person. Use an affidavit for missing person age 18 or over (State Police Form 67) to report a missing adult. Use the Virginia State Police Virginia Senior Alert Program Form to create a local, regional, or statewide notification of a missing adult.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Statutory requirements for searching for missing persons
2. Complete the identification of the person
  - a. name
  - b. age/date of birth
  - c. date, time last seen
  - d. description/photo
  - e. others with him/her, if any
  - f. first time or repeat
  - g. known frequented locations
  - i. special or secret hide-a-way (even old ones)
  - j. conversations about leaving residence
3. Special or suspicious circumstances under which to notify a supervisor immediately
  - a. missing children or endangered persons
  - b. elderly
  - c. missing adult with mental or physical disabilities or needing medication
  - d. danger due to weather
  - e. possibility of abduction
  - f. search/canine teams possibly useful
4. Search last known location first, surrounding area, nearby hazards, and vehicles
5. Search homes of relatives and friends
6. Search frequented locations
7. Conduct neighborhood canvas
8. Involvement of Department of Emergency Services
9. Crime scene protection, if needed
10. Collect, preserve, and maintain evidence
11. Use a Missing Children Information Clearinghouse Form (State Police Form 183) to report a juvenile missing person. Use an affidavit for missing person age 18 or over (State Police Form 67) to report a missing adult. Use the Virginia State Police Virginia Senior Alert Program Form to create a local, regional, or statewide notification of a missing adult.
12. Search protocol for person's suffering from Alzheimer's Disease or dementia
  - (1). Identify reasons that cause AD subjects to become lost easily.
  - (2). Identify reasons that initiating a search effort is urgent.
  - (3). Identify search crucials
    - (a). treat the point last seen as a crime scene and keep people out
    - (b). check house and immediate grounds even if done already
    - (c). notify media and ask for public assistance
    - (d). notify post office and ask letter carriers to be on alert

- (e). alert local government people who are outside when working
- (f). search at night
- (g). point last seen provides the best clues for searchers and dogs;
- (h). others as may be noted by the instructor
- (4). Identify characteristics of the lost/wanderer
- (5). Identify critical initial actions including collection of search data
- (6). Identify possible resources to aid in conducting a search
  - (a). Safe Return
  - (b). Search and Rescue
  - (c). Project Lifesaver
  - (d). Tracking dogs
  - (e). Others as may be identified by instructor

***Instructor Note: Advise trainees that they will need to identify and follow department procedures to enter information into NCIC and VCIN as well as identify department policy and procedures on searches and will learn these as part of their department training.***

1. Complete all documentation related to a lost person for entry into NCIC and VCIN
2. Complete all documentation related to a missing person for entry into NCIC and VCIN
3. Complete all documentation related to a kidnapped person for entry into NCIC and

## **Performance Outcome 4. 56.**

Use protective gear to prevent contact with infectious diseases.

## **Training Objectives Related to 4. 56.**

- A. Given a practical exercise for criteria 1 and 2, identify protective gear to use to prevent contact with infectious diseases.
- B. Given a written or practical exercise for criteria 3, provide notice to persons exposed to blood or body fluids while assisting an officer that they have a right to petition the general district court to obtain the test results for HIV or hepatitis.

**Criteria:** The trainee shall be tested on the following:

- 4.56.1. Complete the Virginia Occupational Safety and Health training related to exposure to blood borne pathogens.
- 4.56.2. Demonstrate use of protective gear for air borne pathogens.
- 4.56.3. Notify persons exposed to blood or body fluids while assisting an officer that they have a right to the test results for HIV or hepatitis.
- 4.56.4 Identify procedure for an officer to follow to obtain a blood sample from an individual related to a blood exposure.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Complete the Virginia Occupational Safety and Health training related to exposure to blood borne pathogens.
2. Demonstrate use of protective gear for air borne pathogens.
3. Notify persons exposed to blood or body fluids while assisting an officer that they have a right to petition the general district court to obtain the test results for HIV or hepatitis. (§ 32.1-45.1)
4. Identify procedure for an officer to follow to obtain a blood sample from an individual related to a blood exposure.

### **Performance Outcome 5. 3.**

Communicate with law enforcement personnel within the agency or with other agencies to exchange information in order to obtain or provide assistance in an investigation.

### **Training Objectives Related to 5. 3.**

- A. Given a written exercise, identify the types of information and sources for obtaining information useful to any agency conducting an investigation.

**Criteria:** The trainee shall be tested on the following:

- 5.3.1. Identify three types of information available within your agency or with other agencies to obtain or to provide in order to render assistance in an investigation.
- a. Descriptive information about a suspect
  - b. Information about other crimes suspect may have committed
  - c. Knowledge of possible whereabouts of suspect
  - d. Family, friends, associates, co-workers of suspect
  - e. Behavior patterns of suspect
  - f. Occupation
  - g. Modus operandi (cross reference to 5. 1.)
  - h. Peculiarities of suspect
  - i. Others as may be identified
- 5.3.2. Identify three various sources that may be used to obtain information relevant to an investigation.
- a. National Crime Information Network (NCIC)
  - b. Virginia Crime Information Network (VCIN)
  - c. Department of Motor Vehicles (DMV)
  - d. Probation and Parole
  - e. Criminal Histories
  - f. Arrest Records
  - g. Retail Merchant Credit Checks
  - h. Utilities Inquiries
  - i. Public Records
  - j. U.S. Postal Service
  - k. Military Records
  - l. Other Law Enforcement Agencies
  - m. Financial Institutions
  - n. Crime Analysis Information Exchanges
  - o. Automatic Fingerprint Identification System (AFIS)
  - p. Surveillance

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Types of information available within your agency or with other agencies to obtain or to provide in order to render assistance in an investigation.
  - a. Descriptive information about a suspect
  - b. Information about other crimes suspect may have committed
  - c. Knowledge of possible whereabouts of suspect
  - d. Family, friends, associates, co-workers of suspect
  - e. Behavior patterns of suspect
  - f. Occupation
  - g. Modus operandi (cross reference to 5. 1.)
  - h. Peculiarities of suspect
  - i. Others as may be identified
2. Various sources that may be used to obtain information relevant to an investigation.
  - a. National Crime Information Network (NCIC)
  - b. Virginia Crime Information Network (VCIN)
  - c. Department of Motor Vehicles (DMV)
  - d. Probation and Parole
  - e. Criminal Histories
  - f. Arrest Records
  - g. Retail Merchant Credit Checks
  - h. Utilities Inquiries
  - i. Public Records
  - j. U.S. Postal Service
  - k. Military Records
  - l. Other Law Enforcement Agencies
  - m. Financial Institutions
  - n. Crime Analysis Information Exchanges
  - o. Automatic Fingerprint Identification System (AFIS)
  - p. Surveillance
  - q. Health care records as noted in §32.1-127.1:03

## **Performance Outcome 5. 6.**

Investigate cases of child abuse and neglect or elder abuse and neglect.

## **Training Objectives Relating to 5. 6.**

- A. Identify the duties of the first responding officer to investigate cases of child abuse and neglect or elder abuse and neglect and notify Department of Social Services when appropriate.

**Criteria:** The trainee shall be tested on the following:

- 5.6.1. Code of Virginia requirements for reporting suspected child abuse or neglect
- 5.6.2. Identify three duties of first responding officer for investigating cases of child abuse or neglect
  - a. Ensure the safety of the child or elder person and seek medical attention if needed
  - b. Determine if a crime has been committed
  - c. Make proper notifications
- 5.6.3. Identify potential warning signs of child abuse or neglect
- 5.6.4. Identify people who may provide relevant information
- 5.6.5. Identify Code of Virginia requirements for reporting suspected elder abuse or neglect
- 5.6.6. Identify three potential warning signs of elder abuse or neglect
  - a. Mental state of victim
  - b. Reports of frequent hunger
  - c. Inappropriate clothing for weather
  - d. Frequent/suspicious bruising or injuries; past signs of abuse/neglect
  - e. Possible sexual assault
  - f. Witness(es) to abuse or neglect
  - g. Lack of caretaker for elder person



**Lesson Plan Guide:** The lesson plan shall include the following:

1. Code of Virginia requirements for reporting suspected child abuse or neglect (§63.2-1509)
2. Identify three duties of first responding officer for investigating cases of child or elder abuse or neglect
  - a. Ensure the safety of the child or elder person and seek medical attention if needed
  - b. Determine if a crime has been committed
  - c. Make proper notifications
3. Identify potential warning signs of child abuse or neglect
  - a. Frequent hunger
  - b. Inappropriate clothing for weather
  - c. Frequent/suspicious bruising or injuries
  - d. Inappropriate sexual behavior
  - e. Lack of adult supervision for child frequently getting into mischief
  - f. Drug/alcohol use
  - g. Runaways/incorrigibles
  - h. Others as may be identified
4. Identify people who may provide relevant information
  - a. Victim child (interview separately)
  - b. Doctors/hospital personnel
  - c. Child protective services (obtain psychiatric evaluation)
  - d. School personnel
  - e. Neighbors
  - f. Other children
  - g. Interview parents separately (check custody arrangements and interview all parties with access to the child)
5. Identify Code of Virginia requirements for reporting suspected elder abuse or neglect (§63.2-1606)
6. Identify three potential warning signs of elder abuse or neglect
  - a. Mental state of victim
  - b. Reports of frequent hunger
  - c. Inappropriate clothing for weather
  - d. Frequent/suspicious bruising or injuries; past signs of abuse/neglect
  - e. Possible sexual assault
  - f. Witness(es) to abuse or neglect
  - g. Lack of caretaker for elder person